College Board
SpringBoard Mathematics With Meaning, Grades 6-8

Degree of Evidence regarding the Standards for Mathematical Practice:

Moderate Evidence

Summary of evidence:

1. **Make sense of problems and persevere in solving them**. There is moderate evidence of this practice in most of the sampled materials, although the reviewers noted some inconsistencies in the sampled sections of the Grade 8 materials. A noted strength is that lessons often begin with an open-ended problem-solving context and that students are required to analyze their thinking as they are engaged in problem solving.
2. **Reason abstractly and quantitatively**. There is limited to moderate evidence of this practice throughout the sampled materials. Relative to the Grades 6 and 7 resources, there is less evidence of this practice in Grade 8. The sampled sections for Grades 6 and 7 do provide opportunities for students to make sense of the contexts and the corresponding quantities and operations. The sampled sections in the Grade 8 resources do not include significant opportunities for sense making around the contexts, quantities, or operations.
3. **Construct viable arguments and critique the reasoning of others**. There is moderate evidence of this practice throughout the sampled materials. Students are required to make conjectures and to explain and justify their solutions; the teacher notes include guidance on facilitating student discourse.
4. **Model with mathematics**. This practice is moderately developed in the sampled sections from Grades 6 and 7, but there is limited evidence in the Grade 8 resources. For Grades 6 and 7, the reviewers cited frequent use of models and students making connections between the models and the mathematics concepts. The Grade 8 resources vary in their integration of this practice; for example, the reviewer noted that algebraic reasoning was well modeled, yet the sampled geometry lessons were especially lacking in evidence for this practice.
5. **Use appropriate tools strategically.** There is limited to moderate evidence of this practice. The Grades 6 and 7 resources promote appropriate and strategic use of tools; however, this practice is underdeveloped in the Grade 8 resources.
6. **Attend to precision.** There is moderate evidence of this practice. Reviewers noted that the resources correctly model precise communication around vocabulary, unit notation, and labeling and that mathematical discourse is a prominent feature throughout. The resources also contain a rubric students can use to self-assess their skills in communicating with precision.
7. **Look for and make use of structure**. There is moderate evidence of the practice. With a few exceptions, lessons build upon one another and are designed to illuminate the overall structure within each mathematics concept.
8. **Look for and express regularity in repeated reasoning.** There is moderate evidence of this practice throughout the sampled materials. The reviewers noted frequent opportunities for students to make generalizations, and the teacher resources provide support for facilitating student discourse and engagement in this practice.